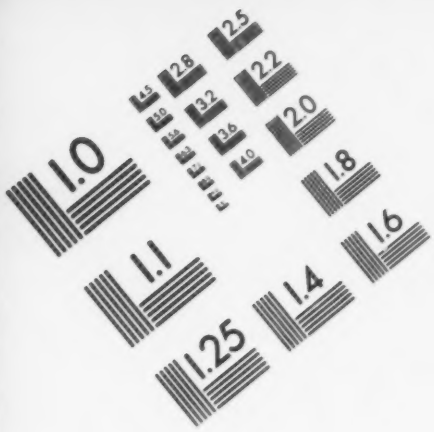
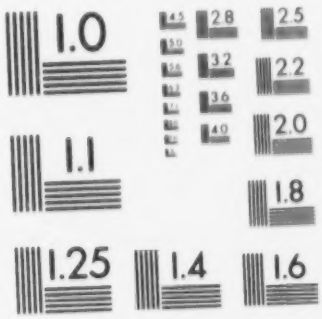
TOP

Film Identification



LEFT

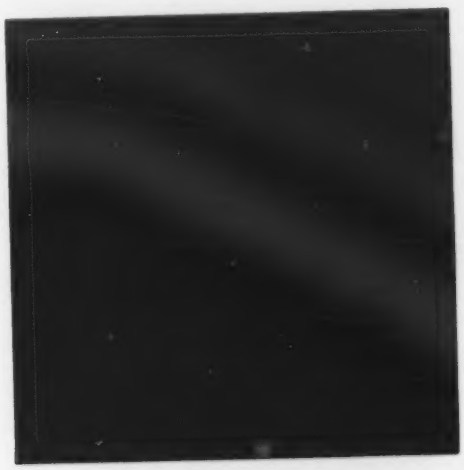
PRECISION[SM] RESOLUTION TARGETS

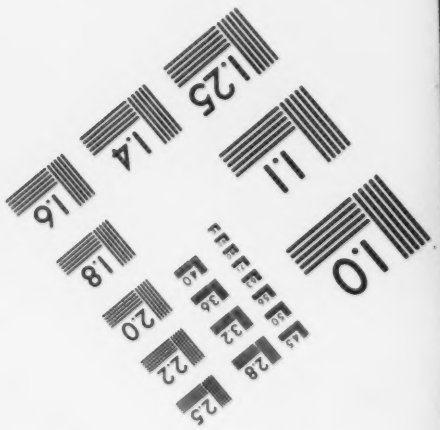


RIGHT

150 MM

6 ″





PA-3 8½″x11″ PAPER PRINTED GENERAL TARGET

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ED323561

teaching idea file

Featuring:

- Puppetry as a tool and a creative expression
- Making and using simple puppets
- Simple puppet theatres

Students will experience:

- Writing simple puppet skits
- Using puppets in various courses
- Puppets from recycled materials

d_3 learning
THEORY

Students must be involved in the learning process. By being an integral part of classroom activities the student can transfer learning into his or her life.

THEORY VERSUS REALITY

The above statements are universally accepted in education today. But, hour after classroom hour passes without pupils having a vital part in creating the environment within which learning is to take place. Commercially produced learning aids are provided rather than created within the classroom; the student's creativity, ability to problem solve, use of owned language, and experiences are limited to pre-structured workbooks and activity sheets; materials go unread because of lack of student interest and readability levels; and, strained school budgets purchase materials while free and inexpensive learning materials are ignored.

USE WHAT IS THERE

The practice of a child playing with the box in which the toy was packaged, rather than the toy, should not be ignored. Whether in elementary education or adult learning, gifted and talented programs or remedial reading, parenting or secondary schools, today's conecrned educator is realizing the need to allow the student to create, express, and relate from within and from the everyday environment as a means of obtaining the stated goals of the curriculum.

TRENDS

Traditional education gave way to what some termed the "chaos of the open classroom". Then the pendulum swung back to "back to the basics". Now is the time to apply the student involvement of "open education" to the need for traditional basic competencies necessary for survival in today's complex life.

SHARE IDEAS

The importance of involving students in learning which relates to them individually, using materials which are readily accessible, inexpensive, and understood is the basic premise of the **d_3 learning** philosophy. The ideas and activities shared by **d_3 learning** have been developed by and with students from all educational levels. That which has come from involved students can now be used to involve students.

One key to student interest in the learning process is involvement in hands-on, creative activities. Learning materials made by students, using familiar materials, are more relevant to them than commercially produced materials. And, planned instruction and the releasing of creativity is an integral aspect of the construction.

In this day of limited budgets the use of free and inexpensive materials to make instructional tools is both practical and educational by example.

TIF - Teaching Idea File is a developing format. Periodically, additional packets of suggested material ideas and activities will be made available. All those purchasing the original **TIF** will be notified of this availability. So, as ideas are generated by an individual for inclusion in their file, and those developed by **d_3 learning** supplement the original **TIF**, the "file" of ideas will continually grow.

TIF was designed to be used! Involve your students and children! The learning process will be enhanced because of the involvement.

Tell me,
I forget.
Show me,
I remember.
Involve me,
I understand.
—*Ancient Chinese Proverb*

The concepts in this publication have been designed and field-tested by Barb Y. Ashley, who is a member of the International Reading Association and the Puppeteers of America. Barb presently serves as coordinator for the reading center of a local university. Her most recent venture is the popular **Kidstown**, *a creative and motivational resource center for children in Pensacola, Florida.*

Teaching Idea File
Created by Barb Y. Ashley
Edited by Barry McConaghy
Design by Lyle Simoneaux
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FUNNY FRIEND

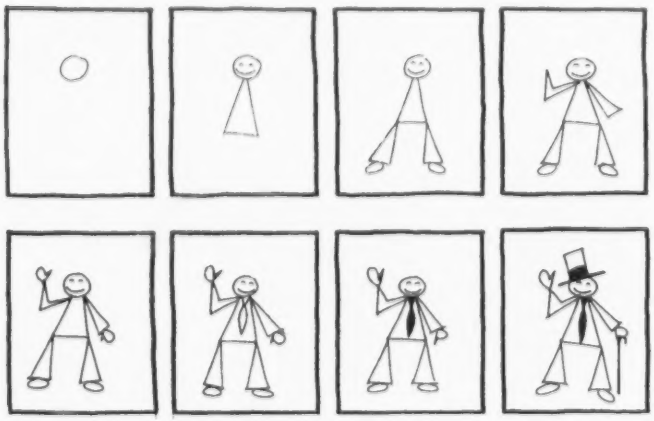
Materials Needed
paper
colored markers, pen, pencil, etc.

Funny Friend is a small group activity creation which is used to evoke language.

After forming a group of three to five individuals, have each person draw a head on their paper and pass it to another person. Each person then draws a torso on the paper and passes it on for arms, hands, legs, feet, etc. to be added in turn; passing it on each time a feature is added. How detailed the drawing is when completed (facial features, clothing, hair, etc.) is dependent upon the level of the individuals involved and its intended purpose. The whole drawing could be a face created by the group.

Once completed, the Funny Friend can be used for a variety of language activities – vocabulary lessons from words used in the instructions for creation and voiced during creation and description of Funny Friend to "mini-plays" by the Funny Friends made into puppets by attaching a tab on the back of the cut-out figure. A Funny Friend can be created by youngsters learning basic vocabulary such as head, leg, hand, etc., or by individuals creating a ficticious person to vicariously enact interpersonal relations and self-concept values, or the whole range of levels in between.

A possible variation of this activity is the creation of a Funny Animal.



USING NAMES

Of all the words in language one's name is the most important to any individual. As such, it is a valuable resource for learning. The letters which are used to write one's name being more important than the others and more easily taught is just one example.

The following are two activities which use a person's name as a learning tool.

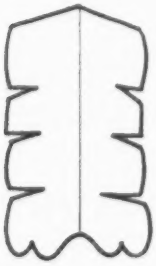
NAME DESIGN

Materials Needed

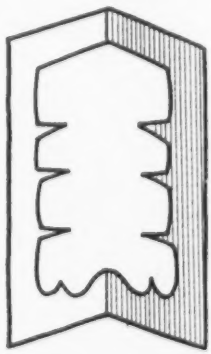
8½" x 11" paper
a writing instrument
scissors

Fold a piece of 8½"x 11" paper in half lengthwise. Instruct the student to write or print his or her name on the fold. Then creatively cut around the name; starting and finishing on the fold.

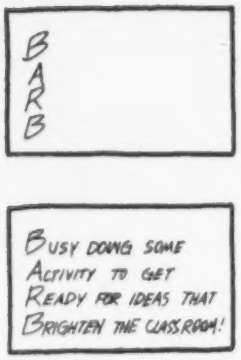
The resulting shape can be:
- used to show the individuality of students.
- decoration for bulletin boards.
- tabbed and features drawn on it so it becomes a puppet.
- identified as some entity and features drawn on it accordingly (animal, spaceship, totem pole, monster, etc.).
- used, as in the above activities or others, as a vehicle for language development (vocabulary, speaking, writing).
- used in self-concept activities.



The "frame" left after the shape is cut out can be used to highlight other work done by the students.



NAME ACRONYM STORY

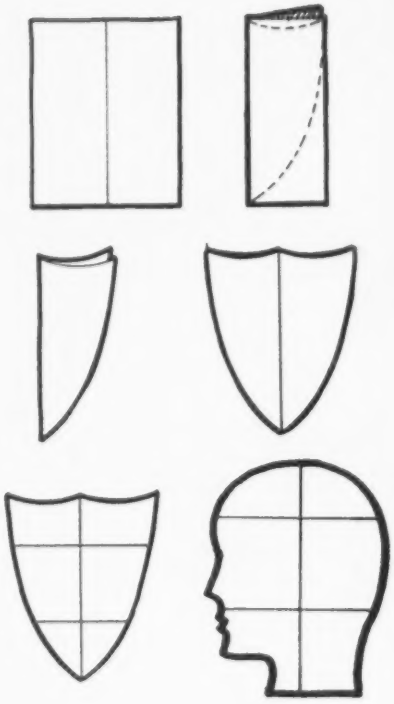


Instruct the students to print their names vertically down the edge of the paper. Use the letters of the name as the beginning letters of lines of a short statement or story.

This exercise can be used for vocabulary development, the basis for a writing lesson, or, if the statement based on the name is directly related to the individual, can be a self-concept activity.

An optional use of this idea is to do it as a group activity.

COAT OF ARMS/PROFILE



Materials Needed

construction paper
magazines
newspapers
glue
scissors
felt-tipped markers

The Coat of Arms or Profile activity can be used for development of language skills and/or self-concept with students of all levels.

A Profile can be drawn free-hand or be the profile of the student created by casting a shadow and tracing.

To create the shield needed for the Coat of Arms, begin by folding a piece of paper in half and "scooping" a piece out of the top with a pair of scissors.

Then round off the remaining open sides of the folder paper.

When the folder paper is opened, a shield will be the result. The Profile or Coat of Arms is then sectioned.

Within the sections words and pictures, done by hand or cut out of newspapers and magazines, can depict traits or personal preferences of the students.

Once the Coat of Arms/Profile is completed it becomes a vehicle for written and verbal language as a visual aid for a report, a "puppet" with a tab-holder or the back to "hide behind" while talking about oneself, a basis for vocabulary lessons, or other activities based on the pictures and words displayed.

Personal preferences of the student may include:

Places I'd like to go.
Things I can do.
My future plans.
My life in pictures.
Foods I like.
People who are like me.
Etc.

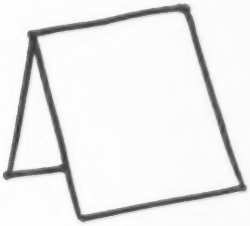
THUMBPRINT IDENTITY CARD

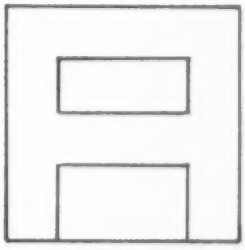
Materials Needed

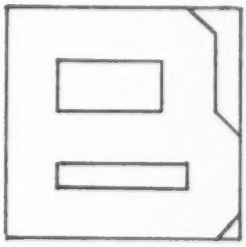
index cards
ink pad
colored markers

By having a student put his or her thumbprint on an index card and then using that card as a vehicle for an activity, the student's identity is emphasized.

Once the thumbprint is on the card it can become a creative art activity by drawing a figure (animal, plant, person, etc.) around the print. The resulting drawing can also be used as a basis for language development (vocabulary to writing skills) or self-concept development (if the instructions include directions to draw something relating to the person making the thumbprint and explaining how it relates).







ALPHABET STAND-UP

Materials Needed

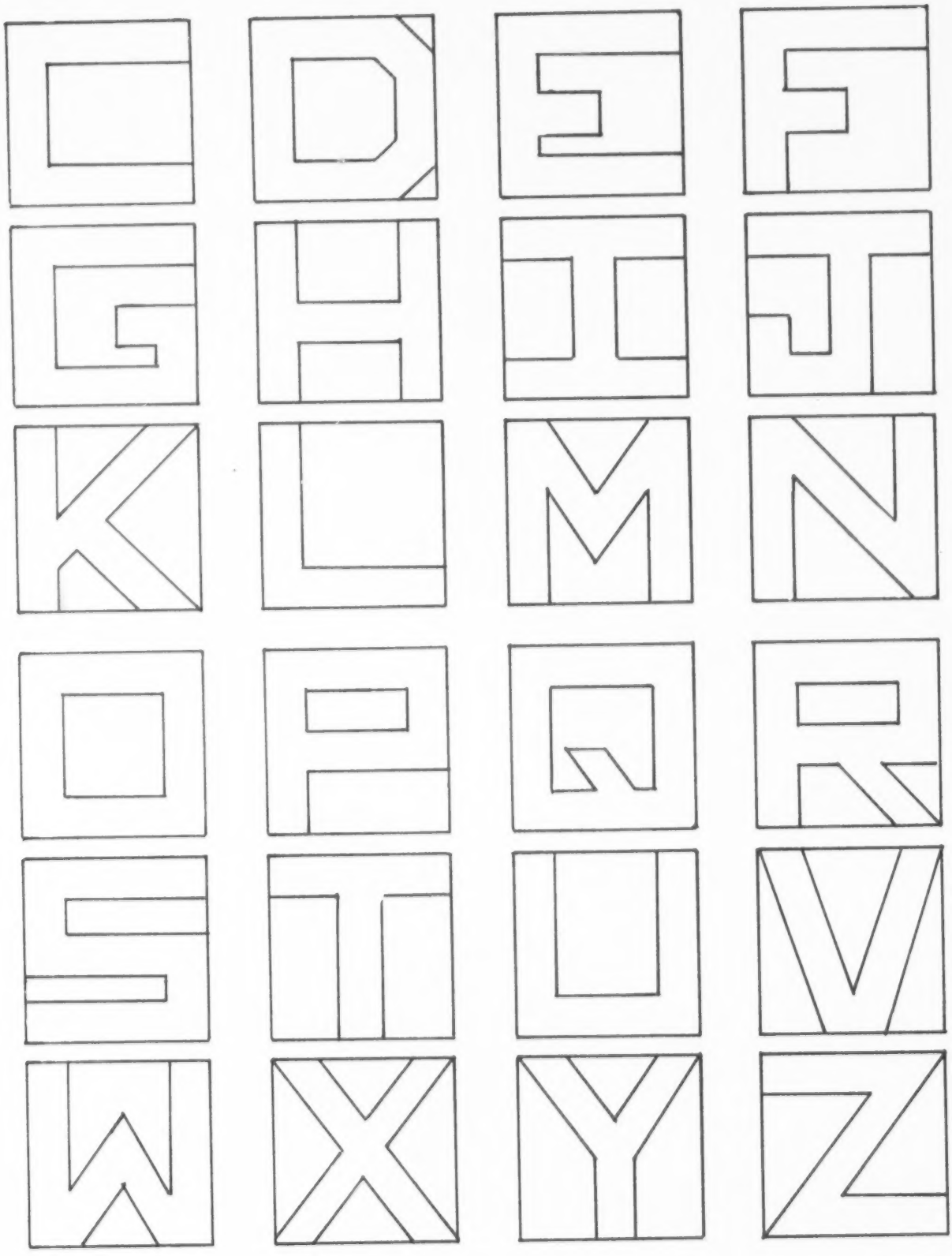
construction paper
scissors

Letters which can be free-standing or are three-dimensional are not only attractive on a bulletin board, but also have value as a kinesthetic learning tool. They can be used in any activity involving letters and words determined to be valuable to students.

Cut construction weight or heavier paper into rectangles sized by the height of the letters desired. The letters will be as tall and wide as one-half of the rectangle cut.

Fold the rectangle of paper in half so it stands in the shape of an upside-down "V".

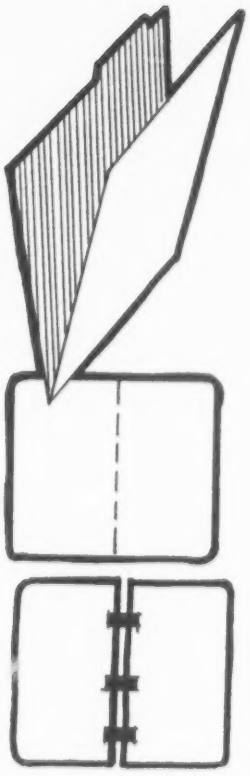
Cut the letters out of both halves of the paper simultaneously by closing the fold and following the given patterns.



SKINNY BOOK

Materials Needed

file folders or cardboard
newspaper, self-adhesive paper, or other decorative paper
scissors
large-eyed needle
waxed dental floss
rubber cement
plain white paper



The Skinny Book is a blank page student-bound book made out of inexpensive materials. This book is authored by the student and may include selected pictures of interest from newspapers and magazines. The content of the book can center around any content chosen ("self", food, travel, music, sports, animals, etc.) and can be educationally valuable to any level or age group.

To make a Skinny Book begin by selecting a section of the newspaper or other materials to use as a cover for the book.

Cut a file folder in half on the crease. One of these halves will be used for the book cover. Cut this half of the file folder to half again to make a tall or short book.

Tape the two halves together leaving about a ¼" space so the book will open and close easily.

Cover the file folder book with the selected material just as one would cover a present.

Next, the pages will be attached. Fold five or six pieces of plain white paper sized to fit inside the cover of the Skinny Book in half and stitch them together on the crease with waxed dental floss.

After stitching, glue (using rubber cement) the last page on each side of the stitching to the file folder cover.

An option to consider is the attachment of a pocket made from the left over half of the file folder or used envelope to the inside of the back cover of the Skinny Book. This can be used for vocabulary cards or task cards with activities of things to do with the contents of the Skinny Book.

Another option is to make the Skinny Book from an old greeting card.

Attractive covers can be made by tracing pictures with tissue paper and pencil; then transfer this to the Skinny Book cover by using magic market to bleed through and transmit the image.

TASK CARDS

Materials Needed

newspapers, magazines, or yellow pages
from a telephone book
construction paper
file folders (optional)
clear self-adhesive paper (optional)
felt-tipped markers
scissors
glue

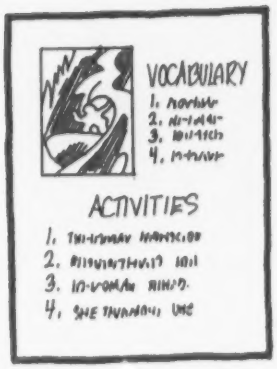
The use of Task Cards is well established in education. The value of being able to present short, specific activities designed to meet skill needs at a given level to a student is evident. What is not as frequently done is to have the student involved in making the Task Cards. This activity is a learning experience which results in materials from which others may learn.

To make Task Cards with or for students begin by cutting pictures and words from newspapers, magazines, or the yellow pages from a telephone book. Mount these on construction paper and write the information necessary for the learning involved; vocabulary, activity directions, etc., on the same size. For immediate reinforcement, write the answers on the back.

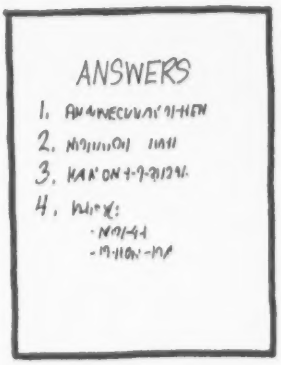
For durability, the construction paper can be mounted on used file folders cut to size, or other scrap cardboard (put the answers on a separate piece of construction paper and glue the two pieces of paper to the reverse sides of the cardboard). The Task Card may also be laminated or covered with clear self-adhesive paper.

A personal file of Task Cards may be kept by a student relating to his/her learning activities and/or an eclectic file of Task Cards for various skills and levels may be collected by the instructor.

FRONT



BACK



STUDY BUDDY

Materials Needed

a grocery box
scissors or cutting instrument
covering material (self-adhesive paper,
construction paper, newspaper)
glue and/or tape
paper or styrofoam cup (optional)

A Study Buddy is a box designed to be used as a portable desk or easel on the floor, over the knees, on a bed, or any other place portable convenience is needed. When turned over it becomes a bookshelf or area for learning games and activities. And, when stood on end, is a learning carrell providing privacy.

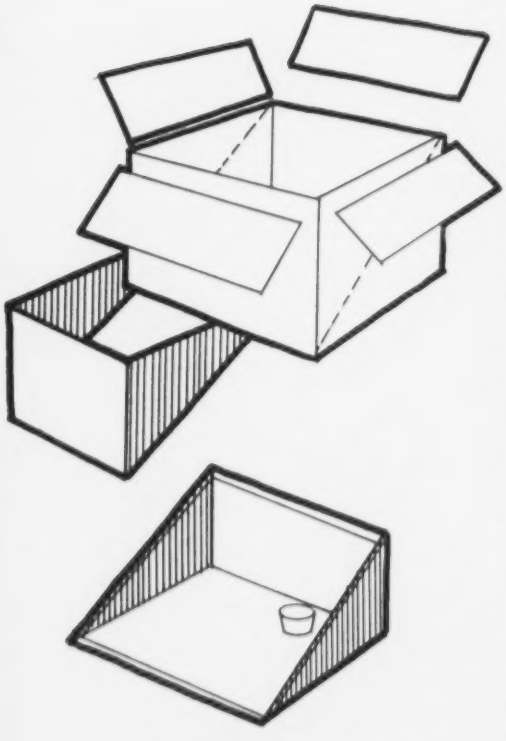
STEP ONE
Cut the flaps off a cardboard box. The size of the box is determined by the size of the individual who is to use the Study Buddy.

STEP TWO
Cut the box in half by cutting the short ends of the box from top to bottom diagonally. (Complete the halving by cutting along the attached long edge.)

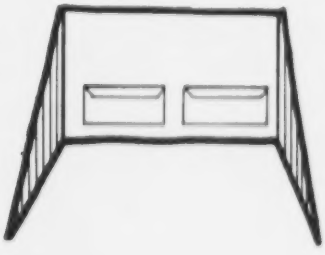
STEP THREE
Cover the Study Buddy with the chosen covering material. Tape all edges for durability. Optional – cut a hole for a pencil or litter cup; reinforce the hole with tape; insert cup.

There are many optional additions to the Study Buddy.

- A rule can be glued onto one of the flat surfaces to be used when measuring is necessary in an activity.
- Printed manuscript and written cursive alphabets as well as numbers can be put on the Study Buddy for learning and copying purposes.
- French fry holders (cardboard) from a fast food restaurant or plastic "baggies" can be attached as pockets to the Study Buddy.
- A prop for books or working materials can be made by accordion-folding paper, reinforcing it with tape, and attaching it to one of the slanted edges of the Study Buddy.
- Games and/or learning activities can be drawn on, or attached to, the flat surfaces of the Study Buddy.



The piece of cardboard remaining after cutting the box to make the Study Buddy can be covered and become a learning carrell. Pockets made from construction paper or used business envelopes can be attached to store learning materials.



STUDY BUDDY APPLICATIONS
And Other Fun Educational Opportunities

COUNT DOWN

Use the ruler to measure different pictures and ads the student selects from the newspaper. Also count to see how many words are in one column inch of news.

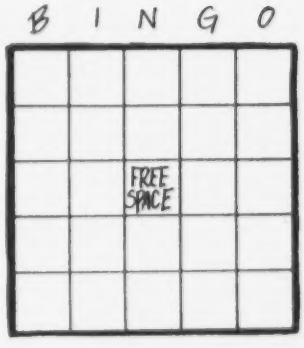
DICTIONARY DEAL

Have a set of alphabet cards for practicing cursive as well as manuscript writing. Locate pictures beginning with letters or sounds. Mount each one on one card each. This becomes a picture dictionary file.

I KNOW YOU

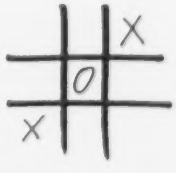
Make a large card in the style of bingo. Cut names and pictures of people the student knows about from the newspaper. Mount each picture on individual cards. Print the name of each person's picture on a different square for the bingo board. The persons playing this can choose a picture card from the stack and match it on the bingo formation. The first one to get words and pictures in bingo formation wins.

(Categories can also be set for each column. Find pictures and words about family, food, fun, fixing, and fussing.)



JUMBO TIC-TAC-TOE

On the opposite side of the STUDY BUDDY desk top, make a jumbo tic-tac-toe diagram. Cover this with clear plastic and use a wax based crayon or water based felt-tipped pen. Students can then take turns playing with game. The winner should be the one winning two out of three games.



MAP MOVES

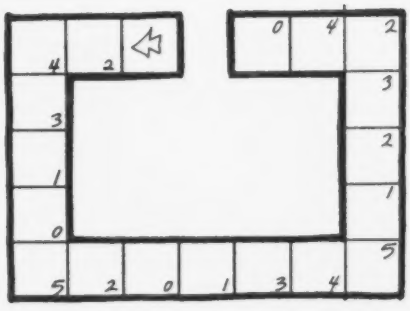
Make a puzzle by cutting a map into pieces. You can mount the map first on paper so it will be sturdier. Put this in an envelope and store it in one of the side holders of your STUDY BUDDY.

MATH MOMENTS

Make a set of dice from sponge squares (cut kitchen sponge for this.) Use a dark felt tipped pen for putting dots on each die. Now roll the dice on your STUDY BUDDY board. Add, subtract, multiple, or divide the numbers that appear on each sponge die.

SCRAMBLE

On the bottom of the shelf side of your STUDY BUDDY put a game path like the one shown.



MAKE UP DIRECTIONS SUCH AS:

1. Make a marker and put your initials on it.
2. Flip a penny - heads move one space; tails move two spaces.
3. Find a word or letter each time you land somewhere so that by the end of the game you can build words or sentences. Each place you land will have a number telling you how many words you can find in that turn. Use the newspaper headlines to locate words and/or letters. (Later mount these words and letters to form a scramble bank.)

WRITE-ON... FILE FLIP

Use the STUDY BUDDY as a portable writing center by putting an envelope of pictures for use in building a word bank. Each student selects a picture and talks about it and makes a set of vocabulary cards to use with the picture (These can later form a flip book or vocabulary file.)

PHONICS IN THE COMICS

Use the comics to pick out:

- Colors
- Shapes
- Letters
- Names (nouns)
- Action words (verbs)
- Descriptive words (adjectives)
- Punctuation marks (!?;:, etc.)

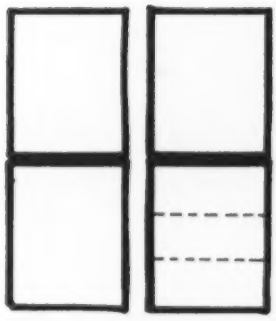
Use the comics to do following directions:

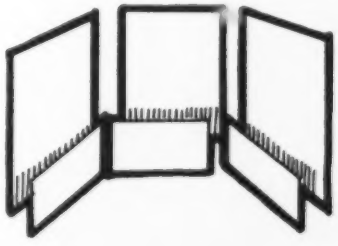
- Choose your favorite comic strip. Mount it on plain paper.
- Number the back of each frame of the comics. Also put a letter on the back.
- Cut the comic strip into frames.
- See if someone else can put the comic back into the right order by the correct number sequence or the letters spelling a word.

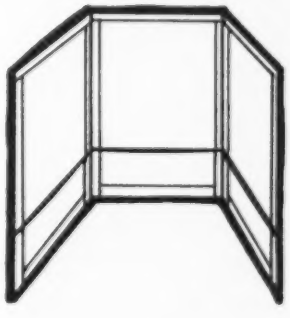
DAP
(Dignostic Activity Package)

Materials Needed

poster board
masking tape
scissors







The DAP is a materials file, a diagnostic-prescriptive activity package, a learning carrell, and a records keeper all in one. It can be designed for multi-purpose use for a given student or organized around a given skill or content area for use with any student.

Cut a piece of poster board into rectangular fourths. Tape three of the fourths together along the sides of the rectangles, leaving ¼" between the edges so the tape becomes a hinge. Tape on both sides. Cut the remaining fourth of the poster board into thirds, cutting from long edge to long edge of the rectangle. Tape these three pieces to the bottom of the panels of the DAP to form pockets. Trim-tape all exposed edges of the DAP. (For durability, the DAP may be laminated or covered with clear self-adhesive paper and the openings for the pocket slit with scissors or razor blade.)

The DAP is now ready for a multitude of uses. Generally, the pockets from left to right will contain:

- directions for activities, work schedules, how to choose activities, etc.
- task cards, materials, resources, etc.
- completed work, record keeping charts, comments by instructor on student work, etc.

When not in use the DAP may be folded flat and stored. The ability to fold the DAP flat is also convenient for students who wish to take it out of class with them.

An adaptation of RAP (Reading Activity Practice) or a WIFF (Writing Is Fun & Functional) the panels/pockets can be labeled:

BEFORE DURING AFTER

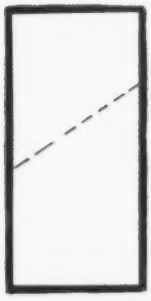
as well as on the back:

IF I HAVE TIME

The front of the DAP can have the name design (see page 5) for a decorative touch.

"FREEBIE" ORGANIZERS

Many activities require a collection of pictures and words cut from newspapers and magazines. A file cabinet is not always the most feasible place to store these collections, especially if they are to be gathered and/or used by the student(s). Here are three quick and free storing ideas.



ENVELOPE POCKET

Materials Needed

business envelopes
clear tape
scissors
colored markers

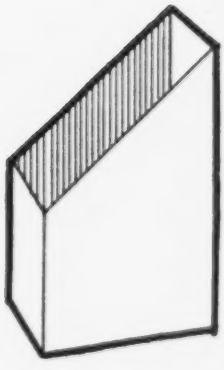
For small pictures, brochures, or pamphlets, a used business envelope can become a storage pocket. If the envelope has been opened along the flap, tape it shut. If it has been opened at one end, that end will be cut off.

Cut the envelope diagonally from top to bottom. The desired size of the finished pocket will determine where to make the cut. Label the "pocket" and insert collected activity materials in the opening created by the cut.

The Envelope Pocket has the advantage of being able to flip through the stored materials without taking them out of the pocket.

BOX FILE

Materials Needed



cereal or detergent box
scissors
self-adhesive paper
tape or glue (not needed if self-adhesive paper is used)
colored markers

Diagonally cut the cereal or detergent box from size to side. Cover the box with self-adhesive paper, construction paper, or newspaper. (The construction paper or newspaper may also be covered with clear self-adhesive paper after it has been decorated and labelled. This will make the Box File more durable.)

Label the Box File according to its intended contents. Just as with the Envelope Pocket, the contents may be seen without removing them. The Box File has the added advantage of being able to store larger items.

STORAGE TUBE

Materials Needed

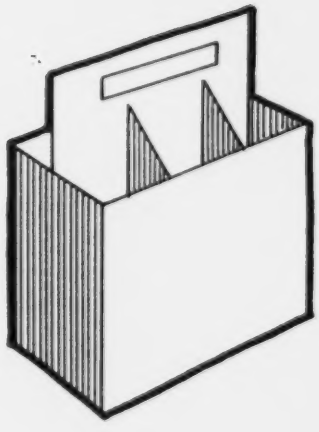
tubes from roll of paper towels, aluminum foil, etc.
self-adhesive paper, newspaper, or construction paper
scissors
glue or tape (not needed if self-adhesive paper is used)
colored markers

Once decorated and labeled, tubes of any size can be stood on end or stacked as logs and used to store rolled resource material or hand-outs.

DRINK CARTON TOTE

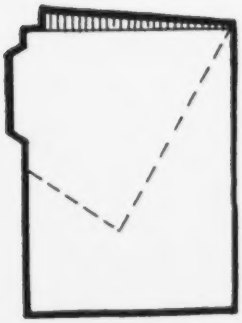
Materials Needed

soft drink carton
scissors
covering material (self-adhesive paper, construction paper or newspaper)
glue or tape (not needed if self-adhesive paper is used)
paper or styrofoam cups (optional)



The common soft drink carton, once covered for decorative and/or utilitarian purposes, has uses limited only by imagination. Standing upright or on its side the carton becomes an organizer. The divided sections (with or without cups inserted) can become compartments for storing scissors, markers, etc.; indicated areas for a game or classification exercise; a means of sorting pictures or words for learning letters, words, or colors; or filing information by an individual for a self-concept activity; or any other use which requires sorting.

Pictures, words, drawings, etc. (either hand drawn or cut from newspapers) on the outside of the carton can indicate who the creator is, something about the creator, depict the purpose or use for the carton, or merely be decorative.



EDUCATED EASEL

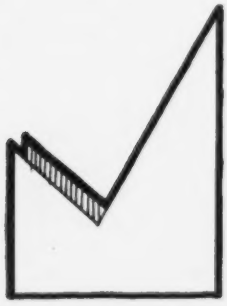
Materials Needed

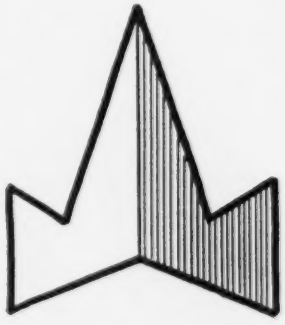
scissors
file folders (or similar weight paper or cardboard)

The Educated Easel is a simple-to-make creation to be used to display student work, task cards, etc.

Cut a large "check mark" out of a closed file folder, starting on the tabbed side. The deeper the first cut, the larger the mounted material can be.

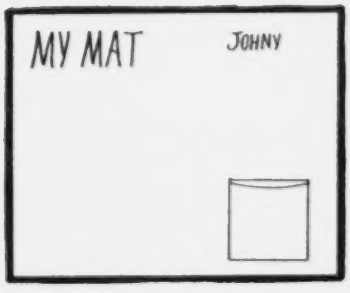
The finished Educated Easel can be decorated to be attractive, indicate its use, or show individuality.





WORK MAT

Materials Needed



construction paper
business size envelope
clear self-adhesive paper (optional)
scissors
colored markers
file folders (optional)
glue or tape
razor blade (optional)

An individualized Work Mat can be made by simply decorating a large piece of construction paper and attaching a pocket made out of paper and an envelope cut in half.

The mat can be made more durable by lamination or by gluing construction paper or newspaper to used file folders cut to the proper shape and size, decorating, and covering with clear self-adhesive paper. The pocket may be attached to the Work Mat as the last step or glued to the mat, covered with the self-adhesive paper, and an opening created at the top by slitting with a pair of scissors or razor blade.

This is handy to use with the DAP PAK.

EPR FLASHERS
EVERY PERSON RESPONSE

Materials Needed

index cards
colored markers

Every Person Response (EPR) is a means of involving all members of a group, monitoring progress, and a vehicle for input. Having individuals hold their work up for all to see at a given step of completion monitors progress during a group creation. When each student holds up his/her completed puppet, for instance, in a group situation, recognition is received.

For individual input into a group discussion or decision make EPR Flashers.

On reverse sides of index cards, or on two separate cards, indicate positive/nevative, pro/con, yes/no, agree/disagree, etc. The symbols used should reflect the level of individual who will use the card. For example, a plus mark, a smiling face, and the words "yes" and "agree" can all indicate a positive response.

The EPR Flashers can be used in learning situations as students respond to objective questions, to obtain group opinions and other objective and subjective (value laden) decisions of the group.

DESIGN TIME
Miscellaneous Educational Applications and Activities Using Boxes, Etc.

ART GALLERY

- Hang pictures from newspapers and magazines inside or around the outside of a large box.
- Use pictures the students have drawn.
- Match pictures with captions and write-up describing each one.

BOOK NOOK
(Study Buddy Adaptation)

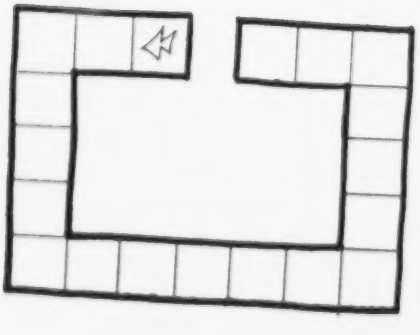
- Cut a box to be a cozy bookshelf.
- Decorate with book jackets or illustrations from well read books.
- Make your own 'A Me Book' to put on this skinny bookshelf. This can be carried from place to place.

BUILDING BLOCKS

- Cover small square boxes with fabric, comics, or contact paper.
- Put words, letters, or numbers on each side for a roll-the-block game.

CARTOON CUTIE

- Cover a box with Sunday comics
- Choose favorite comic characters for describing and doing make believe playlets and conversations. Use the Cartoon Cutie as a portable stage, with paper puppets made to look like the comic characters.

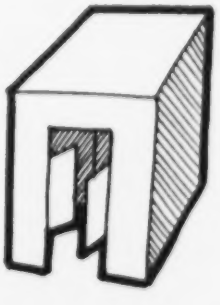


FITTIN' FILES

- Make a portable file cabinet for all subjects at school, using a long box. Use a shoebox for a small portable file.
- Decorate with contact paper and use colored file folders with labels to match with topics of interest and collections.

GAME FAME

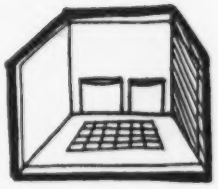
- Make a gameboard on a box-bottom. Mount a placemat from a local business or draw a game path like the one shown.
- Get a big box that stands up so it is tall and long. Make the doors of the box shaped as saloon doors. Put games on sides and inside. Fix answers and rules near the games or quizes.



MAIL BOX

- Design a mail box with cardboard dividers and put activity ideas in envelopes in each section. Activity can be on the Pony Express, the first post office, or letter writing.

MINI CENTER CARREL



- Cover an open box without a top or front. Put cardboard pockets on the inside for activities.
- Put a game board on the bottom of the box. Reinforce the sides with colored masking tape.

NEWS CLUES

- Cover a box with newspapers. Divide the box into sections for the different sections of the newspaper activities.
- Cut out and save favorite articles - placing them in the appropriate section.

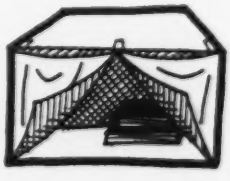
SCREEN SCENE

- Attach a small screen or shade to a box that can be rolled up and down as needed or fix a white sheet of paper on the inside back of a box for showing filmstrips.

SEATARAMA

- Cover sturdy boxes to be used as stool seats.
- Fix the seat top so it can open for a storage place using cardboard dividers for organizing materials.

SHELF SHOW



- Fix a box like a closed-in shelf with curtains across it. The curtains can be opened and shut for sharing activities.

TABLE TIME

- Use a box shaped like a table with a slanted top.
- Fix dividers inside the top for organizing desk materials.

TRASH AND TREASURE TRUNK

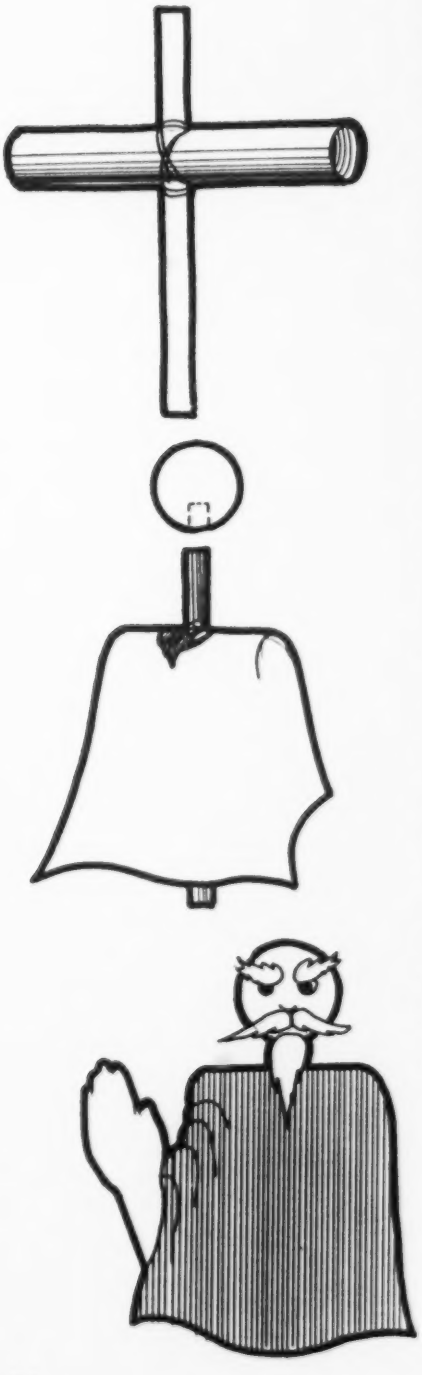
- Build a box to look like a trunk.
- Use a treasure map and play money to make up a story about being captured by pirates.
- Cover it with brown-tone paper trimmed with gold and black tape.

Puppet Factory

SHOULDER PUPPET

Materials Needed

six-inch styrofoam ball
dowel (or similar "stick") 18 to 24 inches long
cardboard inner roller from aluminum foil or paper towels
approximately 1½ yards of cloth
yarn (or anything with which to make "hair")
small throwaway items with which to make facial features
rubber bands or string
glue
scissors



The Shoulder Puppet has particular appeal because of its size. When used by an instructor with young children or by older students themselves, it becomes a "person".

Begin the construction of the Shoulder Puppet by making a "T" with a dowel and a cardboard inner roller from aluminum foil or paper towels. Use rubber bands or string to attach the roller to the dowel. This forms the control stick and the shoulder of the puppet.

Next cut a hole in the middle of a yard and a half (or more) of cloth and drape it over the "T" with the top of the "T" protruding through the hole.

Cut a hole in a six-inch styrofoam ball just slightly smaller than the size of the dowel, put glue in the hole, and force the dowel into the hole to mount the head.

Create facial and other "head" features on the styrofoam ball from yarn, buttons, artificial fruit, sea shells, old hats, and/or other throwaway items.

To use the Shoulder Puppet hold the control stick in the left hand with the puppet on the right shoulder and the cloth draped over the upper body. Extend the right hand out from under the cloth so the puppet has an animated "arm". (Reverse this procedure if left-handed.) The puppet can now move its head, shake hands, wave, and do many things as a "person".

HAMBURGER PUPPET

The styrofoam containers used to hold hamburgers at fast food restaurants now have another use. They can be puppets!

Directions for making one version of such puppets are given below. Only imagination limits the variety of characters which can be created – puppets with and without bodies, with three-dimensional and surface-drawn features, with hats, with teeth, etc. are all possibilities.

Materials Needed

styroforam hamburger holder
scissors
paper - of any kind; newspaper, construction, plain white

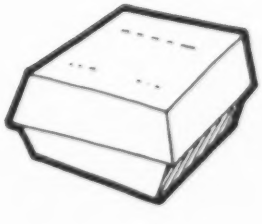
Begin construction of the puppet by making three slits in the top of the container. These are for the eyes and hair.

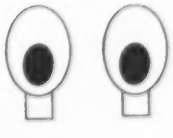
Cut round or oval pieces of paper with small tab at thee bottom for the eyes. Draw eyes on the pieces of paper and insert them in the eye slits.

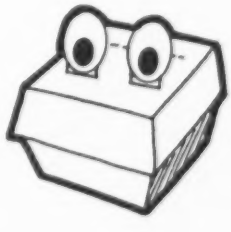
Next, cut a rectangle of paper, fold it in half, shred the open edges, and insert the folded edge into the hair slit.

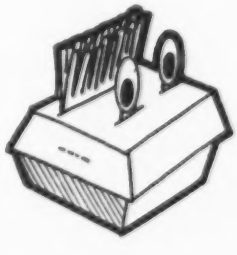
To attach arms, cut a slit in the top half of the container, on the side, about midway between the front and back.

With younger children you can pre-cut the pieces to insert like a puzzle.





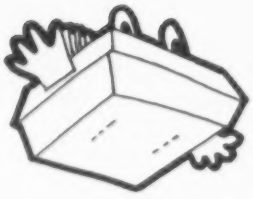




Cut a long, narrow rectangle of paper, fold it in half, and cut arms (and hands) out simultaneously so they match. Insert the arms into the slits provided.

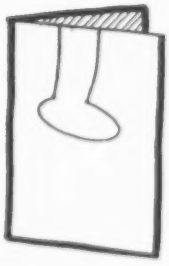
Cut leg slits in the bottom of the container, and then cut legs out of paper following the same procedure used to make the arms (use a longer rectangle of paper), and insert them into the leg slits.

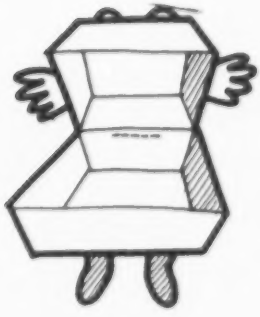
Open the container and make a slit in the hinge attaching the two halves of the container together. Cut a tongue out of paper and insert it into the slit made in the hinge.

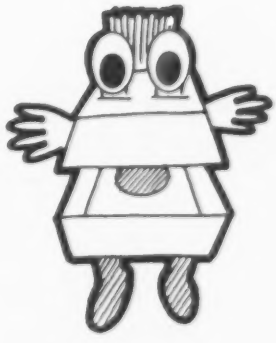


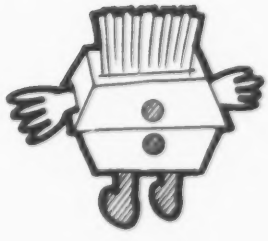
To animate the puppet, cut two holes in the back of the container; one each above and below the hinge holding the halves of the container together, midway between the two sides.

Insert the index finger in the top hole and the thumb in the bottom hole. By pressing the index finger and thumb together and releasing them, the container will open.









PUPPY CUP

Materials Needed

styrofoam cups (12 oz. size, if available)
construction paper
clear tape
colored markers (optional)
glue
newspaper
brass "wing-type" fastener

Styrofoam cups can be transformed into Puppy Cup puppets with a minimum of effort and manual dexterity. Because of the ease of construction younger children can create their own "Snoopy" or other canine creation with just a little assistance. Yet, because of the possibilities for character creation this puppet can be interesting to older students.

Begin the construction of the Puppy Cup by placing a cup on its side across the inverted bottom of a second cup with the rim of the opening matching the edge of the bottom surface.

Attach the cup on its side to the other with a brass "wing-type" fastener. This creates the head and upper body of the puppet.

Next, weight a third cup by stuffing it with crumpled news-paper. Then stand the head and upper body of the Puppy Cup on top of this cup so the openings match. Tape the two together with clear tape.

The Puppy Cup is now ready for construction paper features – long ears, eyes, nose, tongue, etc.

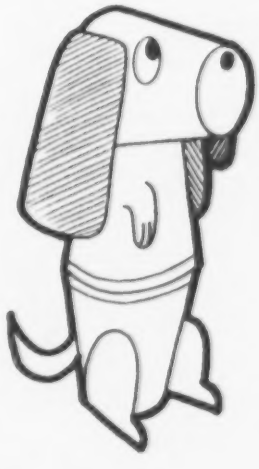
The long ears and eyes are attached to the side of the horizontal cup.

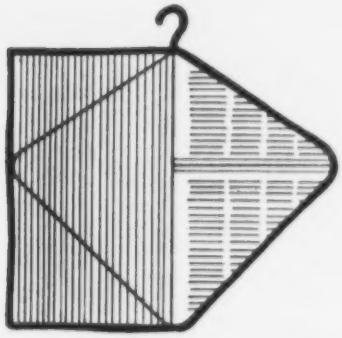
The nose and long tongue are attached to the bottom surface of the horizontal cup.

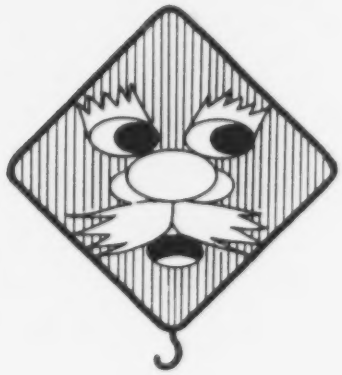
If desired, "clothes" can be cut out and glue to the body of the puppet.

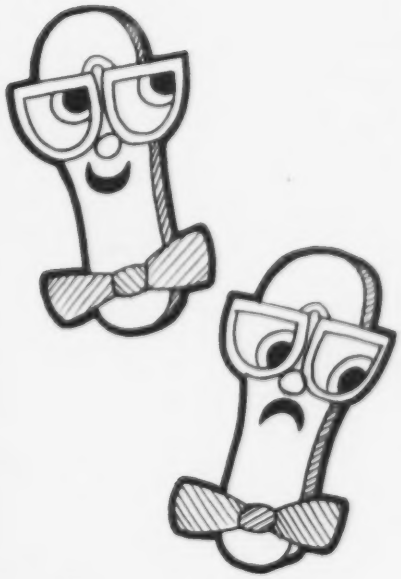
An added use for the Puppy Cup is to store miniature flash cards with sounds, letters, or words being learned through the use of the puppet in the horizontal "head" cup.

Puppy Cup is used as a puppet by inserting fingers in the back of the head or simply holding it up by grasping the bottom of the body.









PUPPETS FROM THROWAWAYS

Never throw anything away! Following this philosophy totally could create a mountain of junk. But, much of what is discarded can become useful when creating learning tools. Here are three quick puppet example.

CLOTHES HANGER PUPPET

Materials Needed

all wire clothes hanger
newspaper
construction paper
glue
tape
scissors

A clothes hanger can become a puppet with a built-on handle.

Bend a clothes hanger into the shape of a triangle with a handle.

Cover the bent clothes hanger with newspaper.

Cut facial features out of construction paper and glue them on the newspaper "head".

The puppet, with a handle, is now ready for use.

OLD SHOE PUPPET

Materials Needed

old shoes or "flip-flops"
glue
construction paper or felt material
scissors

Old shoes and worn out "flip-flops" make good puppets because the hand can be inserted into the shoe or "flip-flop" for holding and they have a ready-made flat surface to which features may be affixed.

Cut facial features out of construction paper or felt material and glue them on the sole of the shoe or "flip-flop". Once the hand is inserted the puppet can be maniuplated.

PICKLED PUPPETS

Materials Needed

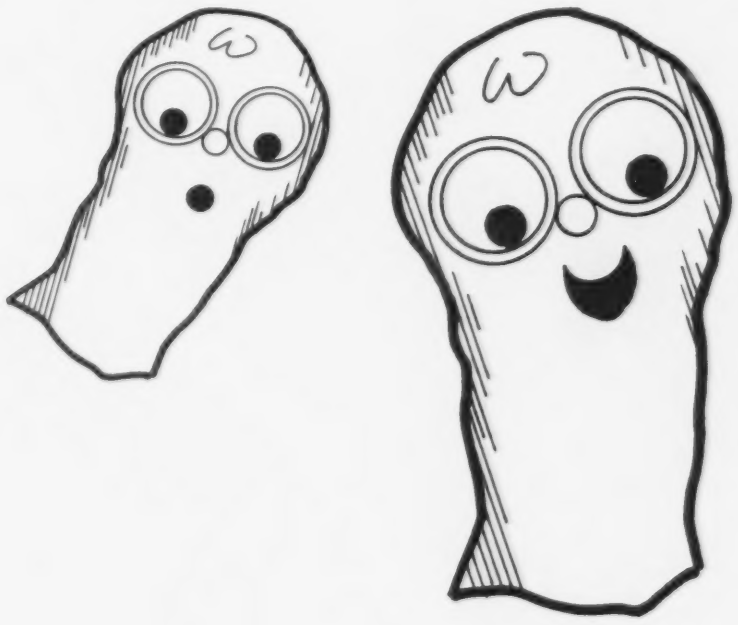
scissors
glue
old hose (stockings)
kitchen sponge or cotton (optional)
felt material
jar or other clear container

Cut the foot portion off of a pair of hose. Then stuff the toe of the cut off piece with pieces of remaining hose, cotton, or pieces of kitchen sponge.

On one side of the piece cut off and stuffed, glue features: eyes, hair, nose, etc., which have been cut out of felt material.

By inserting one's hand into the cut off foot portion with the fingers grasping the "stuffing" from behind and the features on the other side, the creation becomes a puppet.

When not in use the puppets can be "pickled" by pushing a number of them into a jar or other clear container. They are then stored in a manner which is efficient and comical because of the distorted features created by forcing them together in a confined space.



PUPPET THEATERS

A place to perform adds to the reality of the experience and to interest of the students doing hand-puppetry. "Theaters" can be of different sizes and made out of free and inexpensive materials.

BOX THEATER

Materials Needed

large box (such as used for refrigerators, washing machines, and dishwashers)
cutting knife
self-adhesive paper
masking tape

Obtain a large box from an appliance store.

After removing the top and bottom, cut the box from top to bottom along one corner. The result will be a large, flat, creased piece of cardboard.

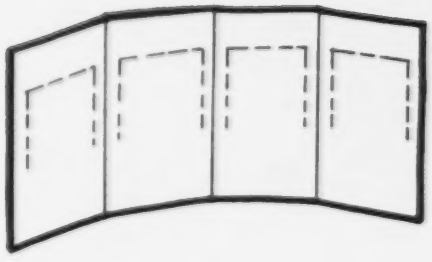
Cut three-sided openings in each panel and push the flap out for performance openings.

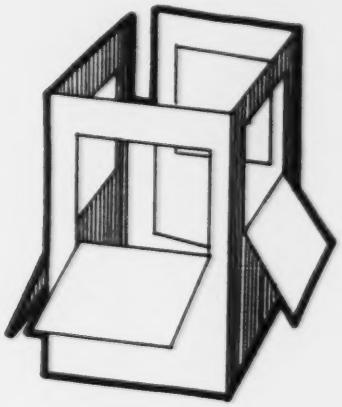
Next, cover the outside of the box and both sides of the flaps with decorative self-adhesive paper, and trim all edges with masking tape.

Stand the Box Theater up and open or close it as desired. It will stand by itself. The puppeteers can now perform through the openings.

It is suggested that students be required to prepare their performance before performing in the Box Theatre (this necessitates language skills development), and as a reward the performers will be allowed to "autograph" the inside of the "theater".

When not in use the Box Theatre will fold flat for storage.





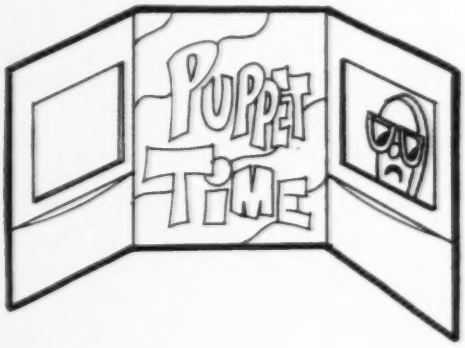
DAP THEATER

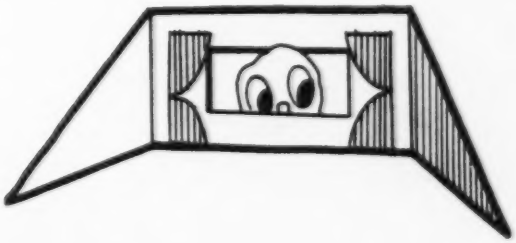
Use the same materials and directions for making a Diagnostic Activity Package (DAP) found in TIF; except for the following two changes.

1. Attach two of the pockets to the DAP on the outside panels on one side of the DAP, and one of the pockets to the middle panel on the other side of the DAP. The two pockets attached to the one side can be used to store folded-paper puppets and material, while the other pocket will be used to hold the script during the puppet performance.
2. Cut a hole in each of the two side panels of the DAP above the pockets. These are the performing areas for the puppets.

The DAP Theater can now be stood on a table to allow a student to perform with a puppet on each hand, reading a script inserted in the pocket attached to the middle panel, while the student is hidden from the "audience".

However, the "puppeteer" can be seen and be a narrator.





STUDY BUDDY THEATER

The piece remaining after cutting a Study Buddy out of a box (see STUDY BUDDY in TIF) can become a puppet theater. Merely cut a hole out of the rectangular panel to provide an opening for the puppet performance.

This theater can also be stood on a table for performances.

PUPPET TIME
Creative Learning Experiences With Puppets

Instruct the student to do the following:

PUPPET PLANS

1. Select a book or TV show as a scene starter. Example: "Little Red Riding Hood" or "Happy Days".
2. Create at least two characters from the book or TV show. Describe their looks and actions.
3. Select the type material you want to use to make your puppets. Make them as different and attractive as possible.
4. Create a converstation skit between your two puppets. Use music as background.
5. Demonstrate your puppet skit to two other groups at home or school.
6. Write "A Me Book" about your puppets. Include:
   A. Attractive Cover
   B. Title Page
   C. Table of Contents
   D. Introduction of Puppet Characters
   E. Conversations Between Puppets
   F. Introduction of the Author
   G. Activity Cards in a Back Cover Pocket (additional things to do)
7. Plan to present your show during a story hour.

Design and give a certificate for a job well done! A sample is illustrated below.

Certified
Perky Puppet Person

Designer-Creator _____ Date _____

School _____ Parent _____

Town _____ Teacher _____

*Credits - pp. 15, 20, 54, 55
Puppetry - A Tool For Teaching
© 1973 - Koenig & Peyton

"PUPPET STORIES & CONVERSATIONS"

Here is a Puppet Time Ear Tickler for one or two puppets:

"Hamburger, hamburger – what do you see?
I see a French Fry looking at me...

Now, you write an ear tickler!

1st Voice:
2nd Voice:
1st Voice:
2nd Voice:
1st Voice:
2nd Voice:

Here's another Puppet Time activity:

Draw your puppet face:

Name your puppet:
Voice:
Movement:
Interests:
Friends:
Good or Bad Habits:
Favorite Sayings:
Things Your Puppet Teaches:

ZOO LOOS

PAPER PUPPET PALS

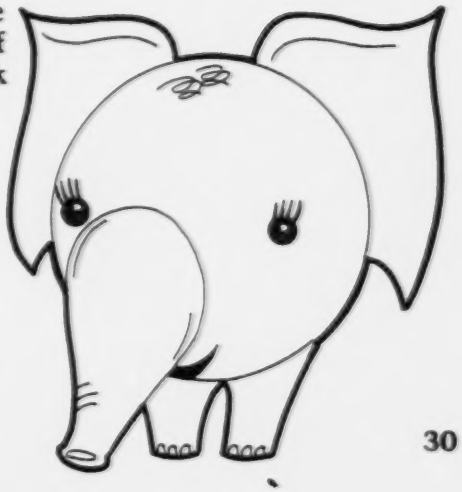
Ginger Giraffe and Elmer Elephant are designed to be easily drawn and made into puppets. Each will encourage self-expression and interest in these members of the animal kingdom.

GINGER GIRAFFE

With the guidelines provided, draw Ginger. She can then be colored and cut out. Simply glue the cut-out drawing to a cup, and you have made a Ginger Giraffe Puppet Pal!

ELMER ELEPHANT

Draw and cut Elmer out of a heavy paper bag. Cut a hole for placing a finger to animate the trunk. Cut the trunk out separately, and glue into position over the fingerhole, with only a small amount of glue at the top of the trunk. Result: Elmer Elephant can move his trunk (with a little help!)



d_3 learning

developmental
designed
directed

- Creative Development Of Learning Programs
- Creative Designed For Releasing The Learning Process
- Creative Direction For Student Involvement In Learning

WHAT DOES d_3 learning MEAN?

- **Developmental** - the learning process by which a student is allow to begin at his or her level and progress upward.
- **Designed** - planned learning experiences which coordinate unique needs of students with innovative instruction methods.
- **Directed** - sequenced experiences through which students are guided to develop skills.

PLANNING WORKSHOPS AND IN-SERVICE TRAINING SESSIONS

In-service training and workshops can be specifically designed to meet given needs and interests. Topics, time available, number and responsibilities of participants, facilities, and other particulars can be accounted for when planning.

When provided the following information, **d_3 learning** will submit, for review, a proposed workshop or staff development training designed to meet stated needs:

- Topic(s) chosen
- Number and responsibilities of potential participants (teachers, aides, parents)
- Space and facilities
- Time allotted for workshop(s) and/or training sessions
- Any other pertinent factors

A workshop and/or training session can be scheduled after consideration of the proposal in relation to your unique needs.

WORKSHOPS FEATURING:

• Creation of Performance - Based Instructional Materials • Motivational Management Through Learning Centers • Teaching Reading In The Content Areas • Training of Volunteers, Paraprofessionals, and Teacher Aides • Audio-Visual Teaching Techniques • The Adult Learner • Effective Use of Management Systems • Classroom Management Techniques • Developing A More Positive Self-Image • Instruction of Survival Reading • Learning Games • Vocabulary Development and Enrichment • Job-Related Communication Skills • Parents As Educators • Unique Workshops To Meet Local Needs

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